

Early Childhood Professional Development: Creating a Framework for Kentucky

Revised

May, 2003

Developed by five Professional Development Work Groups, the Professional Development Council, and the Governor's Office of Early Childhood Development .



Kentucky **I**nvests in **D**eveloping **S**uccess

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**Kim F. Townley, Ph.D., Executive Director and
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Governor's Office of Early Childhood Development**



Kentucky Invests in Developing Success

Website: kidsnow.ky.gov

Who helped to create this report?

KIDS NOW is shaped by collaborative processes that involve input from a wide variety of stakeholders. Work groups of stakeholders met extensively and researched intensively to shape the recommendations in this report. The following work groups made recommendations in topical areas relating to early childhood education and training:

**Articulation
Core Content
Credentials
Scholarship Program
Training**

Recommendations from the work groups were submitted to:

The Early Childhood Professional Development Council

for modification and approval.

The Early Childhood Professional Development Council submitted the plan to:

The Early Childhood Development Authority

for modification and approval.

The approved plan is summarized in this report. The report describes how multiple components can fit together to create a cohesive system for the education and training of early childhood professionals.

Special Acknowledgements

A comprehensive document such as this would not have been possible without the time, effort, knowledge, and cooperative spirit of hundreds of people. The members and chairs of five work groups which made recommendations for this report deserve special thanks; their names are listed in the report's appendices.

The Professional Development Council, through study and consideration, revised the recommendations in ways that helped make them workable. The Early Childhood Development Authority approved the plan as an internal part of the larger KIDS NOW Early Childhood Initiative.

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What beliefs from the work groups anchored the recommendations in this report?

Early childhood professionals understand that the education and training of early childhood caregivers/educators is strongly correlated with favorable outcomes for young children in early care and education programs.

Early childhood caregivers/educators want to provide high quality care and education for children within a framework of best practices standards.

Early childhood caregivers/educators want to understand their own practices with children within the context of the entire education continuum, birth through elementary and secondary education.

Early childhood caregivers/educators want to learn new ways of meeting the needs of children and families and, when given supports, will use available resources and opportunities to learn.

When there are convenient and practical ways for early childhood educators/caregivers to progress through a series of competencies and credentials then early childhood professionals will make continuous progress toward higher levels of education and training.

When systems and institutions work together to remove barriers to continuous progress, then more early childhood professionals will attain higher levels of education and training.

Early childhood caregivers/educators want their own training and education to be individually applicable and appropriate, and to have training delivered by competent trainers who deliver high quality information at varying skill levels according to the needs and competencies of those in training.

Work Group Processes

The five work groups which developed recommendations for the early childhood credentialing and training system were composed of people with extensive early childhood education and experience from across Kentucky. Their charge was to translate the law's visionary mandate for a seamless system of professional development into practical terms for the early childhood community.

The Scholarship Work Group met twice a month from June through August 2000 to enable the application process for Early Childhood Development Scholarships to begin in the fall of 2001. The other four work groups began meeting in the summer of 2000 and finished their work in early 2001.

Each of these four work groups divided into subgroups, as appropriate to the topic, to accomplish its charge. The subgroups shared their ideas and proposals with the larger group which agreed on final recommendations.

In addition, all five work groups shared work products to avoid duplication and ensure consistency. The work groups made written reports to the Professional Development Council, which then made recommendations to the Early Childhood Development Authority. The authority approved the recommendations in September 2001.

The members of the workgroups are listed in the appendices.

Introduction

This action plan for the education, training and credentialing of early childhood development professionals in Kentucky is the product of months of planning for a seamless statewide system. Its purpose is to help implement the KIDS NOW early childhood development initiative legislated by the General Assembly in 2000.

The plan is based on the reports of five work groups of early childhood professionals who made recommendations to the state's Early Childhood Professional Development Council. It also includes a summary of the work of the Scholarship Work Group. The Council reviewed and revised the recommendations, then presented them to the Early Childhood Development Authority for final approval. All elements of the plan have been endorsed by the Authority (and are now being implemented).

The plan defines five levels of professional accomplishment and the training, credentialing and articulation requirements for each. It includes:

- a core content section describing what early childhood professionals should know at each level.
- a credentials section describing three early childhood professional credentials being offered in the state of Kentucky – the Commonwealth Child Care Credential (for entry-level professionals), the Director's Credential and the Trainer's Credential. These credentials fit into the five levels of professional accomplishment along with Child Development Associate (CDA) certificates and college degrees in early childhood.
- a training section outlining a seamless track in which early childhood professionals build knowledge and competence from level to level.
- an articulation section describing how credit for education and training at each level transfers to the next level.
- a scholarship section describing how the formal education and training of early childhood professionals is funded.

CORE CONTENT

Core Content

Core content is defined as the specific knowledge, competencies, and characteristics needed by early childhood practitioners to work effectively with young children and families. Core content is the foundation for determining training content, course content, and competency standards for professional performance.

The Core Content plan is drawn from existing professional resources that put forth standards for Kentucky Interdisciplinary Early Childhood Education programs, Child Development Associate functional area competency standards, and national accreditation standards from the National Association for the Education of Young Children. A complete reference list follows the body of this report.

The Core Content plan is intended to be comprehensive and descriptive, but also fluid and flexible to allow for needed changes over time.

The Core Content Work Group created a plan that:

- Allows for multiple pathways for entering early childhood education and for exiting at various terminal points.
- Includes a mechanism for linking various early childhood education and training programs.
- Provides for continuous progress and professional development.

The Core Content plan covers seven essential competency subject areas of early childhood education. Each area is organized into five levels of increasing mastery.

Those individuals who are planning early childhood education and training programs may wish to use the Core Content plan to correlate program content with the expected skill levels and desired competency outcomes of the participants.

The Core Content plan will be reviewed and revised within the first two years following its initial implementation, and then every five years thereafter.

Professionals in the field of early care and education become increasingly competent through their experiences and professional growth opportunities. This competence crosses a variety of content areas and many levels of skill. The competencies that are the focus of this document are organized from basic to high-level skills across five levels. Each level is a prerequisite to the next, thus the competencies build on one another. The competencies are all referenced within the early childhood literature and most have been cited from similar documents from other states.

These Levels of competencies are not awards or a certificate, but may overlap existing certificates or awards. Each level assumes greater knowledge and skill than previous level, however individual level should not be seen as limited to a particular job or position of employment.

Level I - represents knowledge and skills across all seven content areas for professionals at the initial level, which includes entry into the field and a Commonwealth Child Care Credential.

Level II – represents knowledge and skills across professionals with all seven content areas for professionals with a Child Development Associate Credential.

Level III- represents knowledge and skills across all content areas for professionals from CDA to AA degrees.

Level IV - represents knowledge and skills across all content areas for professionals with a BA degree.

Level V - represents knowledge and skills across all content areas for professionals above a BA degree.

Levels

- 1) **Level 1.** Early childhood practitioners with a high school diploma or GED must demonstrate social skills such as courtesy, respect, and the appreciation for diverse ethnicities, cultures, ideas, and viewpoints. They must also demonstrate literacy skills that enable them to expressively read books appropriate for young children through age five; use acceptable grammar to communicate with children, staff, and parents; and, legibly write a logical, organized lesson plan. They must also:
 - be able to verbalize their awareness of physical and biological processes in the natural environment;
 - display attitudes of wondering, investigation, and respect for the ecology of the natural world and enjoy partnering with children in experiencing all five senses and searching for more information;
 - demonstrate that they have the basic mathematical and spatial knowledge to solve practical problems while working with children and other adults;
 - demonstrate fundamental, coordinated small and large muscle skills in physical movements and games;
 - demonstrate a practical understanding of the principles of democracy, justice, and fair play by using techniques of positive guidance, conflict management, and peacemaking for children, other staff, and the community.

- 2) **Level 2.** At this level, practitioners may become lead teachers or administrators. They must:
- demonstrate increased abilities to reason, think critically and reflectively, discern relationships between areas of knowledge, and analyze the nature of physical and social problems;
 - show evidence of basic computer literacy and internet search skills;
 - possess literacy, speaking, interpersonal, and leadership skills sufficient for effectively conducting parent meetings, relating to a board of directors, writing descriptive newsletters, and constructing detailed curriculum plans that include individual children's developmental goals; and,
 - master the grammatical and conversational rudiments of one other language, which assists early childhood educators in becoming aware of the rich cultures and languages of the children and families enrolled in their programs. Spanish is especially recommended because of the need to communicate effectively with Kentucky's rapidly increasing Hispanic populations.
- 3) **Levels 3, 4 and 5.** At these levels practitioners may increase their general knowledge through required and elective courses according to their interests and needs. In addition to exploring human development theories, anthropology, sociology, statistics, and consumer issues, they may select advanced studies in foreign languages, computer technology, psychology, philosophy, history, and the arts and sciences. Increased experience and leadership in the early childhood field may lead to higher levels of competence in reasoning, critical and reflective thinking, mathematics, and the physical or biological sciences.

In reality, the best early childhood educators are lifelong learners. Because of their long association with curious and uninhibited children, they may naturally take advantage of new opportunities for investigation.

Subject Areas

The degree to which early childhood professionals are expected to master these subject areas depends on their level of competence. Specific core content requirements for the first level, for instance, require describing and demonstrating basic knowledge of the subject area; succeeding levels require more complex knowledge and the ability to plan and implement programs or procedures; and the highest levels require evaluation of early childhood practices.

- 1) **Child growth and development** – Experiences for any child, regardless of age, must be planned around the child’s developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for early childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children’s rates and styles of development.
- 2) **Health, safety, and nutrition** – These are basic needs of all human beings, and early childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.
- 3) **Professional development/professionalism** – Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior; and, demonstrate knowledge of and involvement in advocacy for early childhood learning environments.
- 4) **Learning environments and curriculum** – Developmentally appropriate environments and curricula have a positive impact on a child’s emotional, physical, cognitive, communicative, creative, and social care. Adults who provide early care and education must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences.
- 5) **Child assessment** – Ongoing assessment helps early childhood educators evaluate all areas of a child’s growth and development. Educators must be able to observe, assess, interpret, and document children’s skills and behavior and systematically report on them to appropriate staff and family members.
- 6) **Family and community partnerships** – Understanding the roles that family members and others play in children’s lives is vital for early childhood educators. They must be able to integrate the following concepts:

- Children develop within the context of their families, which may take many forms. Families are the primary influence on children's development and have primary responsibility for child rearing. In turn, each child has influence on the members of his or her family and on the family as a system.
 - A responsive early education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in early childhood programs.
 - Early childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships and knowledgeable referrals.
- 7) **Program management and evaluation** – Adults providing early care and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.

Early Childhood Core Competencies: Child Growth and Development

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Knowledge of Theory and Development</i>	<ul style="list-style-type: none"> ▪ Discuss at least three general principles of development that provide the basis for planning age appropriate programs for young children (<i>Travick-Smith, 2000</i>). ▪ Describe basic behavioral characteristics of children of various ages and stages, including the social/emotional, physical/motor, adaptive, communicative, and cognitive areas of development (<i>Travick-Smith, 2000</i>). 	<ul style="list-style-type: none"> ▪ Demonstrate basic practice compatible with the theories of development relative to children birth to six. Such theories include (but need not be limited to) those of <i>Piaget, Erikson, Vygotsky, Maslow, Bandura, and Skinner</i> (<i>Travick-Smith, 2000</i>). ▪ Describe comprehensive behavioral characteristics of the various ages and stages, including the social/emotional, physical/motor, adaptive, communicative and cognitive areas of development (<i>Travick-Smith, 2000</i>). 	<ul style="list-style-type: none"> ▪ State examples of how child development principles and theories influence aspects of program planning and implementation, such as guidance goals and practices, curriculum experiences, inclusion of families, and design of the physical space. Developmental theories include (but are not to be limited to) those of <i>Piaget, Erikson, Vygotsky, Maslow, Bandura, and Skinner</i> (<i>Travick-Smith, 2000</i>). ▪ Describe behavioral, age-related examples of interrelationships between areas of development (<i>Travick-Smith, 2000</i>). 	<ul style="list-style-type: none"> ▪ State the theoretical rationales for program planning; across all areas of development, that incorporates knowledge of both age-level characteristics and of developmental characteristics of individual children (<i>IECE, 1995</i>). ▪ Evaluate guidance goals and practices, curriculum experiences, inclusion of families, and design of the physical space for evidence of the inclusion of developmental theories and principles (<i>IECE, 1995</i>). 	<ul style="list-style-type: none"> ▪ Provide guidance to ensure that home-based and center practitioners understand developmental principles and incorporate the theories of Piaget, Erikson, Vygotsky, Maslow, Bandura, and Skinner (among other theorists) as they plan, implement, understand, and evaluate guidance goals and practice, curriculum experiences, inclusion of families, and design of the physical space (<i>IECE, 1995</i>). ▪ Provide guidance to ensure that home-based and center practitioners are able to incorporate knowledge of developmental characteristics into their interactions with children and to ensure that both age-level characteristics and the unique characteristics of individual children are respected and appreciated (<i>IECE, 1995</i>).

Early Childhood Core Competencies: Child Growth and Development

	Level I : Pre-CDA/ Commonwealth Child Care Credential	Level II: CDA All items in Level 1, plus	Level III: Associates All items in Levels 1 and 2, plus	Level IV: Bachelors All items in Levels 1, 2 and 3, plus	Level V: Masters All items in Levels 1, 2, 3 and 4, plus
<i>Application of Theory and Development</i>	<ul style="list-style-type: none"> Demonstrate knowledge that children are diverse with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles through incorporating this knowledge into interactions with children at home and in centers (Trawick-Smith, 2000). 	<ul style="list-style-type: none"> Demonstrate awareness of indicators for early intervention based on knowledge of child development (added through validation process). 	<ul style="list-style-type: none"> Plan and implement curriculum activities that reflect the diversity of children with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles at home and in centers (Trawick-Smith 2000). Implement, with supervision, appropriate program adaptations for individual children, based on indicators for early intervention (added through validation process). 	<ul style="list-style-type: none"> Plan, implement, and evaluate comprehensive programming that incorporates all areas of development as well as knowledge of both age-level characteristics and of developmental characteristics of individual children (IECE, 1995). 	<ul style="list-style-type: none"> Evaluate the activities that early childhood practitioners plan and implement at home and in centers to ensure that activities reflect the diversity of children with regard to different rates of development, individual interests, special needs, temperaments, languages, cultures, and learning styles (IECE, 1995).

Early Childhood Core Competencies: Health, Safety, and Nutrition

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Follow regulations regarding health, safety and sanitation across multiple settings. ▪ Practice procedures for emergencies including first aid and CPR and making adaptations for children with special needs. ▪ Demonstrate proper techniques of preventing communicable diseases including hand washing. ▪ Demonstrate appropriate response and documentation of children's injuries. ▪ Follow written procedures for administrations of medications. ▪ Practice principles for SIDS prevention. ▪ Verbalize and demonstrate procedures for supervising children's activities to prevent illness and injury. ▪ Demonstrate basic principles of oral health in children. ▪ Follow program procedures for mealtime. 	<ul style="list-style-type: none"> ▪ Identify, document, and report suspected abuse and neglect. ▪ Describe and check for safe environment and potential health hazards. ▪ Recognize indicators of potential health problems and report indicators to supervisor. ▪ Monitor safe use of indoor and outdoor equipment by children. 	<ul style="list-style-type: none"> ▪ Identify nutritional issues appropriate to the age and special needs of children including feeding procedures, food choices and amounts, and cultural preferences. ▪ Participate in planning for special health needs. ▪ Use adaptive equipment appropriately with supervision. 	<ul style="list-style-type: none"> ▪ Design and implement health, safety and nutrition education for families, children, and staff. ▪ Communicate appropriate use of adaptive equipment to staff and families. ▪ Develop or update as needed health, safety, nutrition, and sanitation policies and procedures. ▪ Collaborate with specialists to develop and implement special health plans. ▪ Implement appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and social services (DEC 1993). 	<ul style="list-style-type: none"> ▪ Analyze, evaluate, and apply current theory and research to the health, safety, nutrition, and sanitation policies and procedures. ▪ Collaborate with advisory groups or other community groups to identify health, safety, nutrition, and sanitation issues that impact children.

Source: American Public Health Association and American Academy of Pediatrics (1992). *Caring For Our Children, National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*. Maternal and Child Health Bureau, Health Resources and Services Administration, Department of Health and Human Services. Ann Arbor, MI: Edwards Brothers.

Early Childhood Core Competencies: Professional Development/Professionalism

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Maintain confidentiality (CDA 1991; HSPS, 1999; KM 2000). ▪ Demonstrate dependable, responsible behavior including teamwork (NM, 1995; KIECPD, 1999). ▪ Participate in professional development as required for each level to improve performance and to expand personal knowledge of child development, interdisciplinary practice, and family-centered service (IECE Performance Standards, 1995; HSPS, 1999; KAR 20:84, Section 9). ▪ View self as a learner (CDA, 1991). ▪ Demonstrate job satisfaction and genuine interest in young children and their families (KM, 2000). ▪ Understand and comply with regulations and licensing standards (KM, 2000). ▪ Develop and implement a written professional development plan (IECE Performance Standards, 1995; KIECPD, 1999; HSPS, 1999). 	<ul style="list-style-type: none"> ▪ Follow code of ethics (DEC 1993; NM, 1995; NAEYC, 1998). ▪ Express a personal philosophy of early childhood education that includes active learning, developmentally appropriate practice, and assessment (HSPS, 1999; NM, 1995; NAEYC, 1998). ▪ Practice self-evaluation to determine professional growth and performance (CEC, IECE 1995; HSPS, 1999). ▪ Develop, maintain, and continuously use a resource file or portfolio as documentation of growth and performance (IECE Performance Standards, 1995; KIECPD, 1999). ▪ Demonstrate commitment to child advocacy (NM, 1995; CEC; NAEYC, 1998; HSPS, 1999). ▪ Understand and identify potentially unethical practices to supervisor (KM, 2000). 	<ul style="list-style-type: none"> ▪ Express a personal philosophy of early childhood education that includes active learning, developmentally appropriate practice, assessment, and inclusionary practice (HSPS, 1999; NM, 1995; NAEYC, 1998). ▪ Demonstrate working knowledge of other disciplines (such as physical therapy, occupational therapy, speech, nursing, and special education) in order to facilitate collaboration with colleagues, community members, families, and administration (NM, 1995; CDA, 1991; NAEYC 1998). ▪ Identify current trends in early childhood education (KM, 2000). ▪ Describe the relationship between theory and practice (KM, 2000). ▪ Articulate and use a professional code of ethics for making professional decisions (KM 2000). ▪ Be aware of professional resources (IECE, 1995). ▪ Work toward credentials, degrees, and/or program accreditation. (Nebraska, 1998). 	<ul style="list-style-type: none"> ▪ Ensure implementation and compliance with regulation and licensing standards in regard to early childhood issues and research (NM, 1995; CDA, 1991; NAEYC, 1998; KM, 2000). ▪ Assure American with Disabilities Act compliance through adaptations to environment and curriculum and through staff training (CEC, HSPS, 1999). ▪ Engage in reflection of teaching practices and the behavior of children on a regular basis (KM, 2000). ▪ Make program decisions based on professional standards (KM, 2000). ▪ Facilitate group problem solving of ethical dilemmas (KM 2000). ▪ Recognize causes and symptoms of “burnout” and develop strategies to prevent it (KM, 2000). 	<ul style="list-style-type: none"> ▪ Show evidence of effective professional leadership by: <ul style="list-style-type: none"> ▪ Mentoring ▪ Sharing knowledge with parents and colleagues ▪ Supervising and training staff and volunteers ▪ Identifying staff development needs (NAEYC, 1998; KIECPD, 1999; IECE, 1995; CEC). ▪ Critically review and apply research and recommended practices in the program (IECE, 1995). ▪ Evaluate personal performance and set goals to advance knowledge of field.

Early Childhood Core Competencies: Professional Development/Professionalism (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
			<ul style="list-style-type: none"> ▪ Evaluate current trends in early childhood education and revise practice as appropriate (KM, 2000). ▪ Seek out knowledge to improve practice (IECE, 1995). ▪ Accept advice and constructive criticism to improve practice (Nebraska, 1998). ▪ Actively participate in professional associations (Nebraska, 1998). ▪ Seek out professional relationships to enhance professional growth (e.g., securing a mentor) (Nebraska, 1998). ▪ Disseminate knowledge at local, state, regional, and national conferences (Nebraska, 1998). 	<ul style="list-style-type: none"> ▪ Take advantage of opportunities to improve competence, both for personal and professional growth and for the benefit of children and families (IECE, 1995). ▪ Use professional resources to improve practice. ▪ Develop and carry out a personal professional development plan. ▪ Articulate a professional value system and implement ongoing professional self-reflection (Nebraska, 2000). ▪ Integrate knowledge of historical, philosophical, psychological, and social foundations of education, including early childhood education, into planning and decision-making (Nebraska, 1998). ▪ Explore models of professional development and opportunities to promote others' professional growth (Nebraska, 1998). ▪ Design staff development opportunities for colleagues (Nebraska, 1998). ▪ Recognize the differences in adult and early childhood learning styles and apply knowledge to practice (KM, 2000).

Early Childhood Core Competencies: Learning Environments and Curriculum

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Space and Furnishings</i>	<ul style="list-style-type: none"> ▪ Demonstrate use of materials such as blocks, etc., for play. ▪ Maintain materials and equipment in arranged environments to allow and encourage appropriate independence, promote physical development, and encourage appropriate curriculum. 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge that children learn through interactive play with the materials, other children, and adults in their immediate environments by engaging in play with the children at home and in centers (Bredekamp and Copple, 1997). ▪ Describe how materials such as blocks, water, sand, books, puzzles, and music and practical life experiences for play and learning are used at home and in centers (Bredekamp and Copple, 1997). ▪ Arrange furnishings and materials to allow and encourage appropriate independence (i.e., age appropriate sized furniture, toys, etc.) (ECERS – R, 1998). ▪ Arrange environment to promote physical development, in indoor and outdoor environments (KDE-POP, PCR). 	<ul style="list-style-type: none"> ▪ Organize space into identifiable areas that encourage active involvement, self-initiative, responsibility, and a growing sense of autonomy (NM, 1995). ▪ Organize room to include a variety of materials and equipment (e.g., variety of centers, amount of material, appropriate storage, and labels) (KDE-POP). ▪ Organize and use the outdoor environment and natural settings as an integral part of a child's active and quiet learning (NM, 1995). ▪ Organize classroom arrangements which facilitate positive interactions between children and adults (KDE-POP). ▪ Ensure that the environment is physically and psychologically safe and promotes children's development and learning (DEC, 1993). 	<ul style="list-style-type: none"> ▪ Provide well-arranged indoor and outdoor space which meets developmental needs of all children including adaptive and assistive technology (DEC, 1993). ▪ Ensure that cultural awareness is part of the curriculum through planned use of both multiracial and non-sexist materials (ECERS-R, 1998). 	<ul style="list-style-type: none"> ▪ Evaluate the program planning and implementation process of early childhood practitioners at home and in centers to ensure that they demonstrate knowledge that children learn through interactive play with the materials, children, and adults in their immediate environments (Bredekamp and Copple, 1997). ▪ Articulate how the room arrangement reflects the philosophy of the program (Kentucky Self-Study).

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Space and Furnishings (continued)</i>		<ul style="list-style-type: none"> Organize room to include: large group areas, small group areas, quiet areas, and interest areas with areas for quiet and active play separated (ECERS—R, 1998, KDE-POP). Arrange classroom to encourage appropriate communication (KDE-POP). 			
<i>Personal Care and Routines</i>	<ul style="list-style-type: none"> Follow established routines for adults and children in regard to diapering, toileting, eating, dressing, tooth brushing, sleeping, and general hygiene (KM, 2000; NAEYC, 1998). 	<ul style="list-style-type: none"> Identify and implement nutrition, feeding, and self-help strategies for children on an individual basis (CDA, 1991). 	<ul style="list-style-type: none"> Plan with parents to make toileting, feeding, and the development of other independent skills a positive experience for children (NAEYC, 1998). 	<ul style="list-style-type: none"> Use techniques of physical positioning and management of individuals with physical and health disabilities (CEC). 	<ul style="list-style-type: none"> Ensure that staff incorporates routine tasks (i.e., diapering, toileting, eating, dressing, and sleeping) into the program in a relaxed, reassuring, and individualized manner based on developmental needs (NAEYC, 1998). Ensure cooperative planning with parents to make toileting, feeding, and the development of other independent skills a positive experience for children (NAEYC, 1998).
<i>Language and Literacy</i>	<ul style="list-style-type: none"> Respond positively to children's attempts to communicate (CDA, 1991; KM, 2000). 	<ul style="list-style-type: none"> Conduct developmentally appropriate conversations (CDA, 1991). 	<ul style="list-style-type: none"> Promote activities that provide time for children to respond through open-ended questions (NAEYC, 1998). 	<ul style="list-style-type: none"> Develop strategies and methods to assist children in the use of alternative and augmentative communication systems (CEC). 	<ul style="list-style-type: none"> Ensure a balance of listening and talking appropriately for age and abilities of children during communication activities (i.e., leave time for children to respond; verbalize for child with limited communication skills) (ECERS, 1998).

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Language and Literacy (continued)</i>	<ul style="list-style-type: none"> ▪ Use and respond to verbal and nonverbal communication techniques (CEC). ▪ Encourage children to engage in meaningful conversation (CDA, 1991). 	<ul style="list-style-type: none"> ▪ Incorporate to the greatest possible extent native language and linguistically diverse routines relative to individual children and families (NAEYC, 1998). ▪ Conduct developmentally appropriate activities that encourage a print-rich environment, in which children learn about books, literature, and writing (CDA, 1991). 	<ul style="list-style-type: none"> ▪ Explain to colleagues and families that children's early literacy experiences should begin with daily adult-child book reading, intentional experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults (Owocki, 1999). ▪ Engage in early literacy experiences with children such as daily adult-child book reading, intentional experience with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults (Owocki, 1999). 	<ul style="list-style-type: none"> ▪ Plan, facilitate, and evaluate the effectiveness of children's early literacy experiences such as adult-child book reading, intentional experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults (Owocki, 1999). 	<ul style="list-style-type: none"> ▪ Facilitate activities to link children's spoken communication with written language (i.e., write down what children dictate and read it back to them; help them write a note to parents) (ECERS—R, 1998; ITERS, 1990). ▪ Design activities to encourage children to talk through or explain their reasoning when solving problems (i.e., why they sorted objects into different groups; in what way are two pictures the same or different) (ECERS—R, 1998). ▪ Articulate, analyze, evaluate, and apply current theory and research on emerging trends in language acquisition, development, and emerging literacy (KM, 2000). ▪ Evaluate activities that early childhood practitioners plan and implement to ensure that the activities demonstrate daily adult-child book reading, experiences with speaking and listening, and immersion in an environment where oral and written language is used in meaningful ways by children and adults (IECE, 1995).

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Activities and Materials</i>	<ul style="list-style-type: none"> ▪ Use non-biased activities and materials (CDA, 1991). ▪ Support children in making choices individually and cooperatively (NM, 1995). ▪ Support children in opportunities to be successful at meaningful tasks (i.e., using child sinks or small, manageable, stable pitchers for pouring) (Bredekamp and Copple, 1997). 	<ul style="list-style-type: none"> ▪ Provide opportunities for children to make choices individually and cooperatively (NM, 1995). ▪ Provide children with opportunities to be successful at meaningful tasks (i.e., using child sinks or small, manageable, stable pitchers for pouring) (Bredekamp and Copple, 1997). 	<ul style="list-style-type: none"> ▪ Ensure that a variety of materials are available across variety of interest centers (i.e., small figures and animals in block area; puppets and flannel board pieces in book area; toys for dramatic play outdoors and indoors (ECERS-R, 1998, ITERS, 1990). ▪ Implement developmentally and functionally appropriate individual, small and large group activities which include teacher-designed and child-initiated experiences based on the needs and interests of all young children (NM, 1995; DEC,1993, CEC) 	<ul style="list-style-type: none"> ▪ Incorporate experiences for children to construct their own knowledge in culturally familiar ways, through various strategies, which include problem solving and inquiry experiences (NM, 1995). ▪ Develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement (NAEYC, 1998). 	<ul style="list-style-type: none"> ▪ Model meaningful integrated learning experiences, using the central concepts and tools of inquiry in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement (NAEYC, 1998). ▪ Evaluate the use of meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement to meet the needs of all children (NAEYC, 1998). ▪ Apply and provide rationale for daily practice based on how they relate to theories of child development (Texas).

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Activities and Materials (continued)</i>		<ul style="list-style-type: none"> ▪ Provide a variety of age appropriate materials and activities that encourage problem solving (CDA, 1991). ▪ Implement and use outdoor environments and natural settings as an integral part of a child's active and quiet learning (NM, 1995). ▪ Facilitate activities and routines for children to express growing independence and self-reliance, (i.e., the ability to make choices and initiate own activities) (WV, 1996). 	<ul style="list-style-type: none"> ▪ Implement program rules, routines, and activities using children's input (NM, 1995). ▪ Implement both adult-directed and child-initiated activities (WV, 1996). ▪ Incorporate activities that routinely include multicultural and ethnic books, dolls, various ages, infancy through old age, and boys/girls, men/women in similar roles of work and play (ITERS, 1990). ▪ Provide activities which foster children's development of respect for self and others, self-control, and self-direction (CO, 1995). ▪ Adapt the curricula to individual needs identified through ongoing assessment, including progress toward IEP objectives and IFSP outcomes (IECE, 1995). 	<ul style="list-style-type: none"> ▪ Provide activities and materials that address individual learning styles, varied developmental needs, and cultural diversity (NM, 1995). ▪ Establish diversity as part of daily routines and play activities (ECERS—R, 1998; ITERS, 1990). ▪ Plan and implement developmentally and individually appropriate curricula and instructional practices based on assessment knowledge of individual children, the community, and curricula goals and content (DEC, 1993; CEC; NAEYC, 1998). ▪ Create a caring community of learners, supporting children's individual development and learning, constructing appropriate curriculum, assessing children's learning and development for the purpose of planning, and establishing reciprocal relationships with families (KDE—POP). 	<ul style="list-style-type: none"> ▪ Develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curricular areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement (NAEYC, 1998). ▪ Use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions (NAEYC, 1998). ▪ Ensure that staff is individualizing curricula by adapting to individual needs identified through ongoing assessment, including progress toward IEP objectives and IFSP objectives (IECE, 1995).

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Activities and Materials (Motor)</i>	<ul style="list-style-type: none"> ▪ Support a variety of activities which promote large and small muscle development (Bredekamp and Copple, 1997; CDA, 1991; NAEYC, 1998). ▪ Support children's use of a variety of age appropriate block play opportunities (CDA, 1991). ▪ Support children's use of appropriate art materials and experiences (CDA, 1991). ▪ Support children's use of developmentally appropriate music experiences (CDA, 1991). 	<ul style="list-style-type: none"> ▪ Offer a variety of activities which promote large and small muscle development (Bredekamp and Copple, 1997; CDA, 1991; NAEYC, 1998). ▪ Offer a variety of age appropriate block play opportunities (CDA, 1991). ▪ Offer appropriate art materials and experiences (CDA, 1991). ▪ Offer developmentally appropriate music and movement experiences (CDA, 1991). ▪ Rotate materials and equipment to encourage planned and spontaneous motor activities (EDERS-R, 1998). 	<ul style="list-style-type: none"> ▪ Implement many and varied activities for gross and fine motor play both indoors and outdoors as defined in daily lesson plans and curriculum (ECERS—R, 1998). 	<ul style="list-style-type: none"> ▪ Develop and implement developmentally and individually appropriate activities that enhance fine motor skills daily (ECERS-R, 1998; ITERS, 1990). ▪ Develop and daily implement developmentally and individually appropriate indoor and outdoor curricular activities that enhance basic large motor movement skills and coordination (ECERS-R, 1998; ITERS, 1990). ▪ Ensure that staff develop and daily implement developmentally and individually appropriate activities that enhance fine motor skills (ECERS-R, 1998; ITERS, 1990). ▪ Ensure that staff develop and daily implement developmentally and individually appropriate indoor and outdoor curricular activities that enhance basic large motor movement skill and coordination (ECERS-R, 1998; ITERS, 1990). 	

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Activities and Materials (Sensory)</i>	<ul style="list-style-type: none"> Support children's opportunities to explore their senses (i.e., sand and water play, art and music experiences, exploring textures) (CDA, 1991). 	<ul style="list-style-type: none"> Offer varied opportunities for children to explore their senses (i.e., sand and water play, art and music experiences, exploring textures) (CDA, 1991). 	<ul style="list-style-type: none"> Implement many and varied activities for sensory development, both indoors and outdoors, as defined in daily lesson plans and curriculum (CDA, 1991). Provide a variety of three-dimensional materials (i.e., clay, art dough, drawing materials, collage materials, paper tubes) for free choice (ECERS-R, 1998). 	<ul style="list-style-type: none"> Provide sensory stimulation programs as appropriate (CEC). Provide opportunities for extended sensory projects that last several days (ECERS-R, 1998). Provide daily opportunities for developmentally and individually appropriate curricular activities that enhance children's learning through all of their senses (ECERS-R, 1998; ITERS, 1990). 	<ul style="list-style-type: none"> Ensure that staff provide sensory stimulation programs as appropriate (CEC). Ensure that staff provide opportunities for extended sensory, science and art projects that last over several days (ECERS-R, 1998). Ensure that staff provide a variety of three-dimensional materials (i.e., clay, art dough, drawing materials, collage materials, paper tubes) for free choice (ECERS-R, 1998). Ensure that staff provide daily opportunities for developmentally and individually appropriate curricular activities that enhance children's learning through all of their senses (ECERS-R, 1998, p.27-35; ITERS, 1990, p.35; DAR-R).

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Activities and Materials (Social/ Emotional)</i>	<ul style="list-style-type: none"> Support an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, etc. (CO, 1995). 	<ul style="list-style-type: none"> Offer an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, etc. (CO, 1995). 	<ul style="list-style-type: none"> Plan and implement an environment to assist children in developing respect for self and others, self-control, and self-direction through dramatic play, large/small group activities, modeling, etc. (CO, 1995). 	<ul style="list-style-type: none"> Provide opportunities, daily routines, and materials which foster caring, helping, cooperating, and negotiating (WV, 1996). Provide an environment to assist children in developing respect for self and others, self-control, and self-direction (CO, 1995). Provide space for children to be alone to enhance development of concentration, independence, and relaxation (ECERS-R, 1998). 	<ul style="list-style-type: none"> Ensure that staff provide space for children to be alone to enhance development of concentration, independence and relaxation (ECERS-R, 1998).
<i>Cognitive</i>	<ul style="list-style-type: none"> Engage children in play that encourages curiosity, exploration, and problem solving. Support planned math, science, and nature exploration in response to children's emerging interests. Encourage the development of cognitive skills by providing concrete experiences. 	<ul style="list-style-type: none"> Maintain adult's role as facilitator or partner in play. Provide activities and opportunities that encourage curiosity, exploration, and problem solving appropriate to the developmental levels and learning styles of children. Plan and guide math, science, and nature exploration in response to children's emerging interests. 	<ul style="list-style-type: none"> Integrate cognitive with the arts and all curriculum areas. Facilitate children's exploration of concepts such as space, time, shape, and quantity in meaningful ways. Plan and guide math, science, and nature activities in response to children's emerging interests and cognitive development. Support learning activities with children so they can develop thinking skills. Demonstrate that cognitive development and the relationship of children's earliest experiences to their individual differences. Provide opportunities for children to organize, compare, and contrast thoughts, words, objects, and sensory experiences. 	<ul style="list-style-type: none"> Explain how cognitive development and other areas of development interrelate. Plan, implement, evaluate, and modify curriculum to encourage children to construct knowledge. Planning and implementation of program activities that demonstrate the relationship between children's earliest experience and their individual differences. Encourage children to reflect and build on previous learning to develop and refine thinking skills. Plan and implement a program that demonstrates the relationship of children's cognitive development and their earliest experiences to individual differences. 	<ul style="list-style-type: none"> Articulate, analyze, evaluate, and apply current theory and research on promoting cognitive development. Ensure that staff implement activities that are consistent with cognitive growth.

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Interaction— Adult/Child and Child/Child</i>	<ul style="list-style-type: none"> ▪ Foster children's sense of security (CDA, 1991). ▪ Communicate frequently with each child verbally (i.e., calm voices, smiles, touch, embraces, child's eye level) (CDA, 1991). ▪ Demonstrate behavior that communicates the importance of each child (CDA, 1991). 	<ul style="list-style-type: none"> ▪ Recognize a variety of child behaviors recognizing individual development levels (KDE—POP). ▪ Encourage feelings of empathy and respect for others (CDA, 1991). 	<ul style="list-style-type: none"> ▪ Respond appropriately to a variety of child behaviors, recognizing individual development levels (KDE—POP). ▪ Utilize modeling and various prompting techniques to facilitate children's interactions with their environment (NM, 1995). ▪ Support trial and error learning (self-correcting experiences) (WV, 1996). 	<ul style="list-style-type: none"> ▪ Provide assistance during conflict resolution, problem solving, friendship development, and other social interactions, which are based on the child's ability to understand (Texas, Kentucky Self-Study). ▪ Provide developmentally appropriate interactions that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions (NAEYC, 1998). ▪ Articulate the importance of relationships on children's development and learning (Dombro, Colker, Trister-Dodge, 1997). 	<ul style="list-style-type: none"> ▪ Articulate the rationale for developmentally appropriate interactions that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions (NAEYC, 1998). ▪ Ensure that staff respond appropriately to a variety of child behaviors, recognizing individual development levels.
<i>Interpersonal Interaction and Guidance</i>	<ul style="list-style-type: none"> ▪ Avoid corporal punishment including but not limited to shaking, spanking, humiliating or harassing language (Kentucky Child Care Regulations, 1999; NAEYC, 1998). ▪ Treat all children equitably and fairly (NAEYC, 1998). ▪ React consistently to children's behavior (ITERS, 1990). 	<ul style="list-style-type: none"> ▪ Recognize signs of emotional distress in young children and follow procedures (DEC, 1993) ▪ Use positive guidance techniques and behaviors to help children act responsibly (i.e., consistent, kind, redirecting, modeling) (WV, 1996). 	<ul style="list-style-type: none"> ▪ Implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (i.e., verbal support and modeling) to more directive, more structured methods (i.e., applied behavior analysis) (DEC, 1993). ▪ Provide consistent, clear rules, which are explained to children and understood by adults (NAEYC, 1998). 	<ul style="list-style-type: none"> ▪ Plan and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (i.e., verbal support and modeling) to more directive, more structured methods (i.e., applied behavior analysis) DEC, 1993). ▪ Embed opportunities into the normal routine to teach conflict resolution skills based on the child's ability to understand at different ages (KDE—POP, Texas). ▪ Establish supportive relations with children and implement developmentally appropriate techniques of guidance and group management (CDA, 1991; DEC, 1993; Gestwicki, 1997; Kentucky Self-Study). 	<ul style="list-style-type: none"> ▪ Ensure that staff use guidance practices related to each child's personality and development (CDA, 1991). ▪ Ensure the use of positive techniques of guidance that include redirection and elimination of potential problems, positive reinforcement, and encouragement rather than competition, comparison, or criticism (NAEYC, 1998).

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Program Structure and Management (Individual Needs)</i>	<ul style="list-style-type: none"> Follow basic daily schedule that is familiar to children (ECERS-R 1998). Support children's transition between activities (CDA 1991). 	<ul style="list-style-type: none"> Implement a schedule that meets children's need for routine and play that include indoor/outdoor activities, individual and group activities, quiet and active activities and child-chosen and teacher-directed activities for a substantial part of day (CDA 1991) (ECERS-R 1998). 	<ul style="list-style-type: none"> Prepare and organize materials to implement daily lesson plans (CEC). Use a variety of strategies to encourage children's physical/motor, social/emotional, aesthetic, and cognitive/language development (NAEYC, 1998). Plan a schedule that meets children's need for routine and play that include indoor/outdoor activities, individual and group activities, quiet and active activities and child chosen and teacher directed activities for a substantial part of day (CDA, 1991) (ECERS-R, 1998). Employ procedures that help children make smooth transitions from one activity to another (CDA, 1991). Arrange variations of schedules, activities, and materials to meet individual needs (indoor and outdoor) (ECERS-R, 1998). 	<ul style="list-style-type: none"> Implement appropriate use of technology, including adaptive and assistive technology (DEC, 1993). Select intervention, curricula and methods for children with specific disabilities (DEC, 1993). Plan and implement developmentally and individually appropriate curricula and instructional practices (DEC/CEC, 1993; NAEYC, 1998; ATE). Use strategies for facilitating maintenance and generalization of skills across learning environments (CEC). Develop transition plans to support children's movement between activities. 	<ul style="list-style-type: none"> Ensure the use of pedagogically sound and legally defensible instructional practices (CEC). Incorporate evaluation, planning, and management procedures that match learner needs (CEC).
<i>Program Structure and Management (Adult Interaction)</i>	<ul style="list-style-type: none"> Cooperate with team members to implement daily activities (ECERS-R, 1998). Collaborate daily with team members to share child-related information (ECERS-R, 1998). 	<ul style="list-style-type: none"> Identify individual roles and responsibilities specific to daily routines, adult and child interactions, child supervision and guidance (NAEYC, 1998; ECERS-R, 1998). Identify and utilize appropriate community resources (i.e., mental and physical health agencies, educational programs-museums, libraries, and available social services) (NAEYC, 1998). 	<ul style="list-style-type: none"> Cooperate with team members to develop and implement daily activities (ECERS-R, 1998). 	<ul style="list-style-type: none"> Develop team strategies to plan for children's group and individual needs (ECERS-R, 1998; NAEYC, 1998). Model strategies, techniques, and methods which foster a physically and psychologically safe environment that promotes children's development and learning (DEC, 1993) 	<ul style="list-style-type: none"> Administer, supervise, and consult with, or instruct other adults (CEC). Employ adult learning principles in supervising and training other adults (CEC).

Early Childhood Core Competencies: Learning Environments and Curriculum (continued)

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<i>Family/ Staff</i>	<ul style="list-style-type: none"> Conduct informal daily communications with parents (ECERS-R, 1998). 	<ul style="list-style-type: none"> Develop a positive, collaborative relationship with families (DEC, 1993). Provide parents with administrative information (i.e., parent handbooks, fees, hours of operation) in writing (ECERS-R, 1998). 	<ul style="list-style-type: none"> Foster partnerships between parents and staff to facilitate family and child interactions as the primary contexts for learning development (DEC, 1993; CO, 1995). Plan for transition by linking children's current developmental and learning experiences and teaching strategies with those of the next educational setting (DEC, 1993). 	<ul style="list-style-type: none"> Establish creative measures of communication with parents through regular newsletters, bulletin boards, telephone calls, and other similar measures (NAEYC, 1998). Communicate options for programs and services at the next level and assist the family in planning for transition (DEC, 1993). Implement a range of family oriented services based on a family's identified resources, concerns, priorities, and, as appropriate, due process safeguards (CEC; DEC, 1993). Develop, monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP or IEP (NM, 1995). Observe, record, and assess young children's development and learning and engage parents in the assessment process (NAEYC, 1998). 	<ul style="list-style-type: none"> Evaluate and design processes and strategies that support transitions among hospital, home, infant/toddler, preprimary, and primary programs (DEC, 1993). Provide guidance for observing, recording, and assessing young children's development and learning and engaging children in self-assessment for the purpose of planning appropriate programs, environments, and interactions and adapting for individual differences (NAEYC, 1998). Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans (CEC). Design and evaluate processes and strategies that support transition among hospital, home, and infant/toddler, preprimary and primary programs (CEC).

Early Childhood Core Competencies: Child Assessment

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Record Keeping Tools</i>	<ul style="list-style-type: none"> ▪ Assist with collection of information about each child's development. ▪ Assist with supervision in the use of appropriate assessment methods of children's social/emotional, physical, communication, and cognitive development (Bredekamp and Rosegrant, 1992). 	<ul style="list-style-type: none"> ▪ Collect and maintain records from a variety of assessment sources (i.e., authentic assessment, screening, and anecdotal notes) concerning the progress in growth, health, and behavior in each area of development (KM, 2000; NAEYC, 1998). ▪ Communicate information with parents and other appropriate professionals in written and oral form (CDA 1991). ▪ Observe, collect, and record information about children across all areas of development and their families in a non-judgmental and unbiased manner (CDA 1991) (DEC, 1993) (NM, 1995). ▪ Participate with supervision in developmental screening/assessment of children's social, emotional, physical, communication, and cognitive development (Bredekamp and Rosegrant, 1992). 	<ul style="list-style-type: none"> ▪ Involve families in assessing and planning for all children (DEC, 1993). ▪ Communicate and document information shared with parents and other appropriate professionals in written and oral form (CDA, 1991). 	<ul style="list-style-type: none"> ▪ Integrate authentic assessment data with formal assessment information (NAEYC, 1998). ▪ Assist families in identifying resources, priorities and concerns related to their child's development incorporating where appropriate into child and family outcomes (DEC, 1993). ▪ Communicate to a family assessment information and relevant activities that are embedded in the family's daily activities and routines (IECE, 1995; DEC, 1993). ▪ Select, administer, and evaluate instruments and procedures based on the purpose of the assessment being conducted and its compliance with established criteria and standards taking into consideration specific exceptionalities (DEC, 1993; CEC; NAEYC, 1998). 	<ul style="list-style-type: none"> • Ensure the selection and administration of assessment instruments using procedures based on the purpose of the assessment and conducted in compliance with established criteria and standards (DEC, 1993). • Communicate major theories, research, and issues relevant to observation and assessment (KM, 2000). • Establish criteria, procedures, and documentation methods for assessment that is systematic, multidiscipline, and based on everyday tasks (KM, 2000; Mindes, Ireton, Mardell-Czudnowski, 1996). • Ensure staff is sharing assessment information and relevant activities, which are embedded in the family's daily activities and routines (IECE, 1995).

Early Childhood Core Competencies: Child Assessment (continued)

	LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<i>Assessment and Team Collaboration</i>	<ul style="list-style-type: none"> Participate as a team member in planning, coordinating and implementing assessment procedures. 	<ul style="list-style-type: none"> Participate and collaborate as a team member with other professionals in conducting family-centered assessments for all children, including children with exceptional learning needs (CES; DEC, 1993). 	<ul style="list-style-type: none"> Articulate that various types of assessment procedures are used in a variety of settings (CEC; Bredekamp and Rosegrant, 1992). Articulate that curriculum-based assessment measures that address multiple developmental areas are used to plan curriculum, instructional, and individual and group learning goals (Bredekamp and Rosegrant, 1992). 	<ul style="list-style-type: none"> Promote and demonstrate team collaboration in planning, coordinating, implementing, and evaluating assessment procedures (KDE-POP). Monitor, summarize and evaluate the acquisition of child and family outcomes as outlined on the IFSP or IEP (DEC, 1993). 	<ul style="list-style-type: none"> Identify and ensure the existence of structures supporting intra-agency/interagency collaborations, including agreements, referral, and consultation (CEC). Ensure that curriculum and assessment are integrated throughout the program; assessment is consistent with and relevant to the goals, objectives, and content of the program (Bredekamp and Rosegrant, 1992).

Early Childhood Core Competencies: Family and Community Partnerships

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Demonstrate confidentiality relative to all aspects of the lives of individual children and their families (CDA, 1991; KM, 2000; WV, 1996). ▪ Follow the center's plan for maintaining written and verbal daily communication with families (KIECPD, 1999; WV, 1996; NAEYC, 1998; KM, 2000). ▪ Show a warm, welcoming attitude toward families and their involvement in the life of the center, child care home, or school (KIECPD, 1999; WV, 1996). 	<ul style="list-style-type: none"> ▪ Demonstrate awareness of individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing practices and language (KIECPD, 1999; WV, 1996; NM, 1995; NAEYC, 1998; KM, 2000). ▪ Assist parents and children to become acquainted with the program and the staff on the child's first day (CDA, 1991; NM, 1995; NAEYC, 1998). ▪ Conduct effective home visits with families to share information, report progress, and demonstrate developmentally appropriate techniques, in the home language whenever possible (CDA, 1991; WV, 1996; NM, 1995; NAEYC, 1998). ▪ Respect parents' role as primary decision-makers for their child (CDA, 1991; WV, 1996). ▪ Show awareness of community resources (KIECPD, 1999; WV, 1996). ▪ Conduct parent conferences in collaboration with the program director and other staff, in the home language whenever possible (CDA, 1991; WV, 1996; NM, 1995; NAEYC, 1998). 	<ul style="list-style-type: none"> ▪ Demonstrate respect of individual families relative to differences in family strengths, structure, lifestyle, expectations, values, religions, customs, traditions, childrearing, practices, and language (KIECPD, 1999; WV, 1996; NM, 1995; NAEYC, 1998; KM, 2000). ▪ Implement and interpret to other adults the center's policies and procedures related to parents and families (CDA, 1991; IECE, 1995; NM, 1995; NAEYC, 1998). ▪ Assist families in making their own decisions, accessing services, finding their own resources, and becoming independent of professionals (Reaching Potentials: Appropriate Curriculum and Assessment for Young Child: Bredekamp and Rosegrant, 1992). ▪ Assist families to become active participants in the educational team (CEC). ▪ Incorporate the role of family's culture, religion, and child rearing practices in classroom 	<ul style="list-style-type: none"> ▪ Actively involve families in the assessment of their children's development and communicate results in everyday language in the home language whenever possible (IECE, 1995). ▪ Collaborate with families in providing intervention strategies including assistive technology that promotes development and learning for children with diverse needs and abilities (KIECPD, 1999; WV, 1996; IECE, 1995; NAEYC, 1998). ▪ Foster alternative models and methodologies for family and support and involvement (KIECPD, 1995; WV, 1996; IECE, 1995; NAEYC, 1998). ▪ Effectively supervise and evaluate support staff in their work with families (KIECPD, 1999; NAEYC, 1998). ▪ Establish an advisory board of parents to assist in policy setting and program evaluation (KIECPD, 1999; WV, 1996; IECE, 1995; NAEYC, 1998). 	<ul style="list-style-type: none"> ▪ Apply and/or conduct research (KIECPD, 1999). ▪ Provide leadership through teaching, research, and advocacy for issues across the field of family and community involvement in early childhood development and education (KIECPD, 1999). ▪ Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities (CEC). ▪ Ensure the provision of a range of family-oriented services based on the family's identified resources, priorities and concerns (CEC). ▪ Ensure that child assessment is shaped by family priorities and information needs, as well as by child characteristics and diagnostic concerns (Guidelines and Recommended Practices for the Individualized Family Service Plan: NECTAS, p. 32, 1989).

Early Childhood Core Competencies: Family and Community Partnerships (continued)

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
	<ul style="list-style-type: none"> ▪ Respond empathetically and knowledgeably to parents' feelings and concerns regarding child care, guidance, and their child's development, in the home language whenever possible (CDA 1991; WV, 1996; NM, 1995; NAEYC, 1998). ▪ Provide relevant information to families regarding community resources (CDA, 1991; WV, 1996; NM, 1995; NAEYC, 1998). ▪ Collaborate with families to support transition of children (IECI, 1995; NAEYC, 1998). ▪ Utilize community resources to enrich curriculum (KIECPD, 1999; NAEYC, 1998). 	<ul style="list-style-type: none"> ▪ Plan and implement effective parent meetings, considering adult learning principles and the interests and needs of families in the center or child care home (CDA, 1991; WV, 1996; IECE, 1995; NM, 1995; NAEYC, 1998). ▪ Utilize family goals, traditions, and cultural considerations in planning environments and programming to enrich children's health and experiences (CDA, 1991; WV, 1996; IECE, 1995; NM, 1995; NAEYC, 1998). ▪ Identify the potential impact on the family of a child with special needs (NM, 1995). 	<ul style="list-style-type: none"> ▪ Demonstrate knowledge sufficient to serve as a culturally responsive resource to families for information regarding child development and child rearing (WV, 1996, NM, 1995; NAEYC, 1998). ▪ Anticipate and negotiate potential conflicts in philosophies and child rearing practices between self, the center or home facility, and diverse parents (KIECPD, 1999; NAEYC, 1998). 	<ul style="list-style-type: none"> ▪ Apply research on family systems and stresses to daily practice with families and children (KIECPD, 1995; IECE, 1995; NM, 1995; NAEYC, 1998).

Early Childhood Core Competencies: Program Management/Evaluation

LEVEL I: Pre-CDA/ Commonwealth Child Care Credential	LEVEL II: CDA All items in Level I, plus	LEVEL III: Associates All items in Level I, II, plus	LEVEL IV: Bachelors All items in Level I, II, III, plus	LEVEL V: Masters All items in Level I, II, III, IV, plus
<ul style="list-style-type: none"> ▪ Adhere to program policies and licensing regulations (CDA, 1991). 	<ul style="list-style-type: none"> ▪ Implement program policies and licensing requirements (CDA, 1991). ▪ Maintain individual child records (KIECPD, 1999; CDA, 1991; HSPS, 1999). ▪ Maintain staff records required by licensing and regulations (CDA, 1991; HSPS, 1999). ▪ Maintain and/or obtain equipment (KIECPD, 1999; CDA, 1991; HSPS, 1999). ▪ Orient new or substitute staff (CDA, 1991; NAEYC, 1998). ▪ Assist in collection of proper active evaluation. 	<ul style="list-style-type: none"> ▪ Utilize nationally recognized program evaluation tools appropriately i.e., NAEYC, 1998; ECERS-R, 1998; BRASS TAKS; ITTERS, 1990; NAAFDA). 	<ul style="list-style-type: none"> ▪ Apply professional guidelines/mandates in program evaluation (IECE, 1995). ▪ Evaluate procedures to help children make smooth transitions (CDA, 1991; HSPS, 1999). ▪ Involve families, other team members, community, patrons, and advisory boards in evaluation of programs (IECE, 1995; HSPS, 1999). 	<ul style="list-style-type: none"> ▪ Demonstrate ability to choose, monitor and administer program evaluation instruments and strategies that are culturally appropriate and sensitive to individual learning styles (NM, 1995; CDA, 1991; NAEYC, 1998; HSPS, 1999). ▪ Interpret evaluation data and use for program improvement.

CREDENTIALS

Credentials

The plan for Credentials for Early Childhood Education describes multiple opportunities to acquire increasing levels of professional credentials. Each credential represents a discrete entry/exit point and each credential represents a building block to the next level of credentialing and competency.

Three new early childhood credentials are described in the Credentials for Early Childhood Education plan that follows. The new credentials have been created to acknowledge that differing competencies and skill areas are required for different aspects of the early childhood profession. Credential programs are offered in several kinds of education settings to recognize that different types of early childhood practitioners may wish to access education and training settings appropriate to their needs. Lead agencies / institutions are described in the context of each credential.

The three new early childhood credentials are:
 The Commonwealth Child Care Credential
 The Director's Credential
 The Trainer's Credential

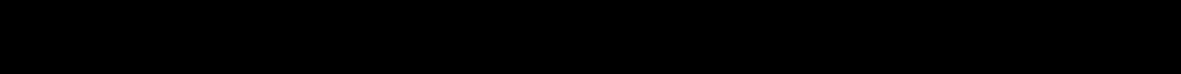
New Credentials: At A Glance

Credentials	Requirements	Content	Ongoing
Commonwealth Child Care Credential	60 clock hours of instruction, including field assignments	14 hours in child growth and development; 15 in learning environments/curriculum; 9 in health, safety and nutrition; 7 in family and community partnerships; 4 in child assessments; 6 in professional development; 5 in program management/evaluation	15 hours of additional training each year
Director's Credential	12 college credit hours in distributed in required areas.	Regulations and laws; ethics; programming, supervision and staff development; health, safety and nutrition; financial management and marketing; community collaboration/resource management	15 hours of additional training each year
Trainer's Credential (must be 21 years old)	Meet educational requirements by level, participate in orientation and seminar	Child growth and development; learning environments/curriculum; health, safety and nutrition; family and community partnerships; child assessment; professional development/professionalism; program management/evaluation	Annual trainer updates and 45 hours of additional training every 3 years

Commonwealth Child Care Credential

The Commonwealth Child Care Credential (CCCC) is intended to provide additional training to practitioners wishing to exceed the minimum training hours required by Child Care Licensing Regulations. The CCCC is a planned program of education and training based on the Core Competencies described in this report. The hours of instruction (60) are intended to fulfill half of the time requirements and skill mastery level necessary for the Child Development Associate Credential.

- 1) The Commonwealth Child Care Credential will be awarded by the Cabinet for Families and Children and the Governor's Office of Early Childhood Development. The credential will be based on a common set of core competencies (described in the Core Content section of this document) and will align with the first 60 hours of the Child Development Associate (CDA) Credential.
- 2) The chief requirement for the credential is 60 hours of instruction, including field assignments, to be completed within one year. This can articulate to (or be considered equal to) a 3-credit-hour college course. The 60 hours of instruction includes:
 - 14 hours in child growth and development;
 - 15 hours in learning environments and curriculum;
 - 9 hours in health, safety and nutrition;
 - 7 hours in family and community partnerships;
 - 4 hours in child assessments;
 - 6 hours in professional development/professionalism;
 - 5 hours in program management/evaluation.
- 3) Candidates for the credential will complete an application and, upon being admitted to an approved Commonwealth Child Care Credential program, their instruction will be funded through KIDS NOW (as funds are available).
- 4) Before the credential is awarded, the trainer will conduct an exit assessment of the trainee using the nationally recognized Child Development Associate observation tool. After the assessment, the trainee and training organization will write an action plan to promote the trainee's continued growth.
- 5) Those who have earned a Commonwealth Child Care Credential must obtain 15 clock hours of training each year to stay current in the field and to maintain the credential.
- 6) Training for the Commonwealth Child Care Credential will be conducted by a contracting agency approved by the Kentucky Cabinet for Families and Children.



The Director's Credential is intended to provide education and development in the skill areas needed to manage an early childhood program. The program may be a discrete course of study or may build on the candidate's existing experience and proficiency through portfolio development or individualized assessment. Candidates should work through the higher education institution of their choice for information related to the specific program of study for the Director's Credential.

The plan that follows describes the requirement recommendations for a typical course of study for the Director's Credential.

Candidates who meet eligibility guidelines for the Early Childhood Scholarship Program may use this program as a resource for financial assistance with coursework leading to the award of a Director's Credential.

The Director's Credential will be awarded by the Cabinet for Families and Children and the Governor's Office of Early Childhood Development upon successful completion of the requirements and upon recommendation by a higher-education institution.

- 1) Requirements include 12 college credit hours in early childhood education and related subjects. These hours can be earned as part of a degree program in early childhood education *or* individuals may enroll specifically for Director's Credential course work.
- 2) Course work may be offered by state technical or community colleges, or at universities or colleges offering Interdisciplinary Early Childhood Education (IECE) programs. With approval of the program for the credential by the Cabinet for Families and Children and the Governor's Office of Early Childhood Development.
- 3) Major areas of core knowledge and competencies for the Director's Credential include regulations and laws; ethics; programming for families and children; supervision and staff development; health and safety; financial management and marketing; and, community collaboration/resource management.
 - a. **Regulations and laws.** This includes knowledge of the local, state and national laws and regulations that govern licensed child care providers (i.e. food service, the Americans with Disabilities Act). It also includes the ability to obtain information about the intent of those laws and regulations, as well as changes to them, from sources such as government agency web sites.

- b. **Ethics.** This includes knowledge of ethical issues related to the financial operation of a center as well as dealings with children, families, and staff (i.e. confidentiality, compensation, the code of ethics for the National Association for the Education of Young Children). It also includes an understanding of individual rights and diverse backgrounds and how they affect relationships – so directors can handle daily challenges appropriately and without discrimination.
- c. **Programming for families and children.** This includes:
- knowledge of theoretical, foundational, philosophical and historical perspectives in early childhood programming (such as developmentally appropriate practice, the primary caregiver system, constructivism, behaviorism, early intervention, Montessori, High Scope, Reggio, the activity-based approach);
 - the ability to develop and implement appropriate action plans (such as inclusion plans, individual family service plans, and individual education plans) to meet the individual needs of children;
 - awareness of assessment tools for both children’s development and programming;
 - understanding the effect of culture and environment on adults’ beliefs regarding discipline and guidance as well as children’s development and self-concept.
- d. **Supervision and staff development.** This includes an understanding of managerial styles (such as authoritative, democratic, collegial) and personality in terms of motivating staff members for professional growth; the ability to supervise staff through planned programs; and, the ability to communicate effectively both verbally and in print and to truly listen.
- e. **Health and safety.** This includes knowledge of local, state and national laws and regulations that provide for the mental and physical health of children, families, and staff; knowledge of how to implement those laws and regulations; awareness of the nutritional needs of children and food preparation procedures; and, the ability to find information about health and safety in order to provide resources to staff and families.
- f. **Financial management and marketing.** This includes the comprehension of financial concepts and the ability to use financial tools to make a center financially viable or to expand the center; the ability to maintain accurate and complete financial reports and to project income; awareness of the local marketplace and how to assess supply and demand in the area to attract families, staff and financial supporters to the center; the ability to understand the role of the center

in relation to the larger community in order to define and promote the center's image.

- g. **Community collaboration/resource management.** This includes knowledge of resources in the community for young children and their families which go beyond early care and education; an understanding of how to help children and families gain access to these resources; and an understanding of how to collaborate with other groups and individuals to increase community resources.

Trainer's Credential

The Trainer's Credential plan describes the competencies and standards for those who provide training to early childhood practitioners. The level of education, training, and experience of the trainer is correlated with the content levels at which training may be offered. At the more complex content and expected competency levels of the trainees, the qualifications for the trainer become more stringent.

Individuals who participate in training have a way to identify the level of content at which training will be delivered so as to key the selection of training to their individual needs and skill levels. Trainers have a way to individualize training content to meet specific skill levels of the trainees and competency areas of Core Content.

The Trainer's Credential plan describes the steps necessary to acquire a Trainer's Credential and the levels of training and trainer qualifications necessary to maintain a multi-level training system. Specialty trainers who are highly qualified in a specific area related to children and families must meet defined credential requirements, but are not expected to attain the seminar or orientation. (Trainer Credential Chart, page 48)

In general, all trainers must be at least 21 years old, meet the educational requirements and have experience relevant to the following areas: child growth and development; learning environments and curriculum; health, safety and nutrition; family and community partnerships; child assessment; professional development/professionalism; and, program management/evaluation. They must also:

- participate in "The Introduction to Resources in Kentucky for Early Childhood Trainer's" (2 hours)
- complete a seminar in "Fundamentals of Effective Training" (15 hours)

Costs of the orientation and seminar will be covered through KIDS NOW as funds are available. The Trainer's Credential will be awarded by the Cabinet for Families and Children and the Governor's Office of Early Childhood Development upon successful completion of the requirements and presentation of documentation.

Trainer Levels

There are six credentialed trainer levels; each considers the trainer's education and experience in core content areas and in adult learning principles.

1) **Level 1.** The trainer must:

- have a high school diploma or equivalent
- have at least 3 years experience in the early childhood field
- complete the 2-hour orientation on "The Introduction to Resources in Kentucky for Early Childhood Trainer's"

The trainer *may*:

- co-train on a single topic with a credentialed trainer who is at a higher level
- train at this level for 3 years; a Level 1 credential is not renewable.

2) **Level 2.** The trainer must:

- have either a CDA credential with 3 years of full-time, paid experience

OR

- have 10 years of full-time, paid experience in relevant core content (working at least 30 hours per week) *and* formal early childhood training of at least 45 clock hours, 4.5 continuing education units or 3 college credit hours

AND

- complete the 2-hour orientation on "The Introduction to Resources in Kentucky for Early Childhood Trainer's"
- complete the 15-hour seminar on "Fundamentals of Effective Training"
- co-train for 12 entry-level hours with a Level 4 or Level 5 trainer before conducting solo training
- renew the credential every 3 years; this requires documentation of 45 clock hours of additional training in the early childhood field, 4.5 continuing education units or 3 college credit hours from the date of the credential.

3) **Level 3.** The trainer must:

- have an associate degree in early childhood or the equivalent of 30 credit hours in early childhood coursework
- have 3 years of full-time, paid experience (working at least 30 hours per week) in the early childhood field

OR

- have at least a Bachelor's degree in a field other than early childhood
- have at least 1 year of full-time (working at least 30 hours per week), paid experience in the field of early childhood

OR

- For Healthy Start Consultants only
 - Associates level degree in nursing, dietetics or other approved/related field
- AND**
- complete the 2-hour orientation on “The Introduction to Resources in Kentucky for Early Childhood Trainer’s”
 - complete the 15-hour seminar on “Fundamentals of Effective Training”
 - renew the credential every 3 years; this requires documentation of 45 clock hours of additional training in the early childhood field, 4.5 continuing education units or 3 college credit hours from the date of the credential.

4) **Level 4.** The trainer must:

- have a bachelor’s degree in early childhood
 - have one year of paid full-time experience in the early childhood field
- OR**
- if holding a bachelor’s degree in a field other than early childhood, at least 1 year of full-time (working at least 30 hours per week), paid experience in the field of early childhood, including the equivalent of 3 credit hours in child development

OR

- For Healthy Start Consultants only
 - Bachelor level degree in nursing, dietetics or other approved/ related field
- AND**
- complete the 2-hour orientation on “The Introduction to Resources in Kentucky for Early Childhood Trainer’s”
 - complete the 15-hour seminar on “Fundamentals of Effective Training” *or*, in place of the seminar, submit documentation of equivalent training
 - renew the credential every 3 years. This requires documentation of 45 clock hours of additional training in the early childhood field, 4.5 continuing education units or 3 college credit hours from the date of the credential.

5) **Level 5.** The trainer must:

- have a Master’s degree or higher in early childhood or a related field
- have at least 1 year of full-time, paid experience (working at least 30 hours per week) in the early childhood field

OR

- For Healthy Start Consultants only
- Master level degree in nursing, dietetics or other approved/ related field

AND

- complete the 2 hour orientation on “The Introduction to Resources in Kentucky for Early Childhood Trainer’s”

- complete the 15-hour seminar on “Fundamentals of Effective Training” *or*, in place of the seminar, submit documentation of equivalent training
- renew the credential every 3 years.

6) **Specialty level.** The trainer must:

- have a license, certificate or credential in the training topic area
- have at least 3 years related experience in the topic area
- renew the credential every 3 years. This requires proof of a current license, certificate or credential in the area of expertise.

Introduction to Resources in Kentucky for Early Childhood Trainer’s

The orientation for potential trainers (except for specialty trainers) will provide an overview of the child care and early education systems in Kentucky and an introduction to the integration and articulation of training in Kentucky. The overview will also include, but is not limited to, types of child care in Kentucky; licensing and certification requirements for providers; agencies serving children and families; the KIDS NOW initiative; the STARS for KIDS NOW quality rating system; the Child Development Associate Credential; and the Interdisciplinary Early Childhood Education (IECE) certification process. (2 clock hours)

Seminar on “Fundamentals of Effective Training”

Candidates for the Trainer’s Credential must complete the 15-hour seminar. Trainer’s Credential candidates who have completed similar training in the previous 10 years may seek a waiver if the curriculum matches content and focus of the required seminar. The seminar will include, but not be limited to, principles of learning/barriers to learning; ethics and professionalism; assessment strategies; learning styles/cultural differences; designing and planning presentations; strategies for instruction; group dynamics and activities; creating and maintaining positive learning climates; and, effecting change in behavior. Acceptable equivalent training must cover areas included in “Fundamentals of Effective Training.” (15 clock hours)

The Kentucky Trainer's Credential

TRAINER LEVELS	EDUCATION & EXPERIENCE	REQUIREMENTS: ALL APPLICANTS MUST BE AT LEAST 21 YEARS OF AGE	PERMITTED TRAINING LEVELS	RENEWAL PERIOD
1	<ul style="list-style-type: none"> - H.S. Diploma or equivalent - At least 3 years related experience in field of early childhood 	<ul style="list-style-type: none"> - Complete Introduction to Resources in Kentucky for Early Childhood Trainer's. 	<ul style="list-style-type: none"> - Co-train single topic with credentialed trainer at higher training level 	<ul style="list-style-type: none"> - Valid for three years - Non-renewable
2	<ul style="list-style-type: none"> - At least a CDA with 3 years FT* experience in field of early childhood <u>OR</u> - 10 years FT* related experience in relevant core content, including formal early childhood training equaling 45 clock hrs; or 4.5 C.E.U.s; or 3 college credit hours 	<ul style="list-style-type: none"> - Complete Introduction to Resources in Kentucky for Early Childhood Trainer's - Complete Fundamentals of Effective Training 	<ul style="list-style-type: none"> - Training hours as required by the Division of Licensed Child Care - Commonwealth Child Care Credential training or initial 60 hours of CDA training through an approved training organization (Levels 1 and 2 of the Rubric for levels of Training/Professional Development) - Co-train higher (60-120 hours) CDA level with a level 4 and 5 Trainer through a approved training organizations - Co-train 12 hours with a Level 4 or Level 5 trainer before training solo 	<ul style="list-style-type: none"> - Renewable every three years by application, including documentation of: - Training in EC field equaling 45 clock hours - 15 hours adult learning theory and 30 hours in early childhood, 4.5 C.E.U.s or 3 hours college credit from date of credential - Remain updated on state and national early childhood issues. State updates available at websites
3	<ul style="list-style-type: none"> - Associate degree in early childhood or the equivalent of 30 credit hours in early childhood coursework - 3 years FT* related experience in early childhood field <u>OR</u> - At least a Bachelor's degree other than early childhood, and - At least 1 year FT* related experience in EC field <u>OR For Healthy Start Consultants only</u> - Associate level degree in nursing, dietetics or other approved/related fields 	<ul style="list-style-type: none"> - Complete Introduction to Resources in Kentucky for Early Childhood Trainer's - Complete Fundamentals of Effective Training 	<ul style="list-style-type: none"> - Training hours as required by the Division of Licensed Child Care Levels 1,2, and 3 on Rubric for Levels of Training/Professional Development - Commonwealth Child Care Credential or CDA instruction, through an approved training contractor - Train Levels 1,2, and 3 on the Rubric for Levels of Training/Professional Development, through an approved training organization 	<ul style="list-style-type: none"> - Renewable every three years by application, including documentation of: - Training in EC field equaling 45 clock hours - 15 hours adult learning theory and 30 hours in early childhood, 4.5 C.E.U.s or 3 hours college credit from date of credential - Remain updated on state and national early childhood issues. State updates available at websites
4	<ul style="list-style-type: none"> - At least a Bachelor's degree in early childhood, and - 1 years FT* related experience in early childhood field <u>OR</u> - At least a Bachelor's degree other than early childhood, and - At least 1 year FT* related experience in EC field, including the equivalent of 3 credit hours in child development <u>OR For Healthy Start Consultants only</u> - Bachelor level degree in nursing, dietetics or other approved/related fields 	<ul style="list-style-type: none"> - Complete Introduction to Resources in Kentucky for Early Childhood Trainer's - Complete Fundamentals of Effective Training (OR submit documentation of equivalent training) 	<ul style="list-style-type: none"> - Training hours as required by the Division of Licensed Child Care, Levels 1,2,3,4 - Train Levels 1,2,3 and 4 tracks on Rubric for Levels of Training/Professional Development, through an approved training organization 	<ul style="list-style-type: none"> - Renewable every three years by application, including documentation of: - On-going training in EC field equaling 45 clock hours - 15 hours adult learning theory and 30 hours in early childhood, 4.5 (3) C.E.U.s or 3 hours college credit from date of credential - Remain updated on state and national early childhood issues. State updates available at websites
5	<ul style="list-style-type: none"> - At least a Master's degree in early childhood or related field - 1 year FT* related experience in Early Childhood field <u>OR For Healthy Start Consultants only</u> - Master level degree in nursing, dietetics or other approved/related fields 	<ul style="list-style-type: none"> - Complete Introduction to Resources in Kentucky for Early Childhood Trainer's - Complete Fundamentals of Effective Training (OR submit documentation of equivalent training) 	<ul style="list-style-type: none"> - Train at all training levels (1-5). 	<ul style="list-style-type: none"> - Renewable every three years by application, - Remain updated on state and national early childhood issues. State updates available at websites
SPECIALTY TRAINER	Current license, certificate, or credential and at least three years related experience in area of expertise in which topic is being trained		<ul style="list-style-type: none"> - Special training ONLY in area of expertise - Training hours as required by the Division of Licensed Child Care through an organization ONLY in area of expertise 	<ul style="list-style-type: none"> - Renewable every three years by application, including proof of current license, certificate, or credential in area of expertise

Full Time (at least 30 hours/week)

Adopted by the Early Childhood Development Authority 10-26-01.

Trainer Competencies

The competencies for a credentialed trainer include:

- adhering to training standards;
- demonstrating a thorough understanding of the principles of training adult learners as well as a knowledge of core content in early care and education;
- designing an effective environment for adult learning;
- demonstrating the ability to provide a variety of appropriate learning opportunities;
- analyzing training needs of participants;
- demonstrating the ability to plan and develop an appropriate training outline, as well as the ability to develop sequential training plans;
- demonstrating the ability to implement training techniques and strategies;
- selecting and incorporating appropriate reinforcement techniques for practical application;
- designing evaluation strategies that are appropriate to the training delivered.

Kentucky Standards of Training for Early Childhood Professionals

In order to provide training in early childhood care and education in Kentucky that is of high quality, standards in planning sessions and programs of study should be followed. Early childhood care and education professionals seek and receive training in a variety of formats including workshops, programs of study resulting in a credential, and college and university offerings. For each training and education format, the trainer may use the following objectives to guide and plan his/her work.

Standard I: Promotes Professionalism

Promotes professionalism in the early childhood field by:

- Applying knowledge, skills and processes acquired through professional development to the instruction techniques.
- Aiding the early care and education professional to establish priorities for professional growth through a joint analysis of the participant's performance
- Encouraging participation in professional organizations and activities

Standard II: Demonstrates Knowledge of Content

Demonstrates knowledge of core content areas in Early Childhood Care and Education by:

- Relating knowledge in the trainer's area of expertise to the adult learners' ability levels
- Integrating content knowledge to real world applications and current issues

Standard III: Designs/Plans Instruction

Understands and develops sequential training plans by:

- Providing instruction that enables providers to apply knowledge and skills to make positive changes in the work environment
- Creating learning experiences that actively involve the learner with hands-on activities whenever feasible; solely watching videos without follow-up activities does not constitute best practices for delivering quality instruction

Standard IV: Creates/Maintains Learning Climate

Demonstrates ability to plan and develop appropriate training outline by:

- Showing flexibility and creativity in developing training methods and procedures
- Using and organizing multimedia resources
- Organizing materials in a logical and sequential manner

Standard V: Implements/Manages Instruction

Demonstrates ability to provide a variety of appropriate learning opportunities for adult learners by:

- Considering various learning styles, cultural differences and barriers to learning
- Using and developing multiple learning/teaching strategies that are appropriate to participants' learning levels

Standard VI: Assess and Communicates Learning

Evaluates training effectiveness through feedback received by:

- Assessing knowledge gained, attitudes changed and/or skills obtained through appropriate methods (Examples: Pre and post-tests, end- of -session evaluations, hands-on activities, etc.)
- Making appropriate changes to instruction based upon feedback and assessment results

Standard VII: Collaborates with Colleagues/Parents/ Others

Analyzes training needs of the community by:

- Inviting colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects
- Utilizing collaboration to create situations that enhance participants' learning
- Recognizing differing viewpoints

TRAINING

Training

In the past, the system of training for early childhood professionals in Kentucky has been a collection of workshops rather than a coordinated, comprehensive system. Child care licensing requires only 12 hours of annual non-specified training and a 6-hour mandatory initial Orientation curriculum, regardless of an individual's education or experience level.

This training plan describes a seamless track of training and professional development for early childhood professionals that is designed to instill a sense of professionalism; motivate the pursuit of additional education; help change attitudes about professional development; and provide a follow-up to training that will help in the application of what has been learned to the trainee's unique circumstances. This follow-up to training might include writing a reaction paper, completing a questionnaire, or developing or modifying a professional development plan. Additionally, the training plan addresses the need for increased training hours required by STARS for KIDS NOW (See Appendix) and increased competencies as levels of education and training increase.

Levels of Training

The following five training levels describe the knowledge base that trainees are assumed to have as well as the content for each level of training. The levels correspond to the trainer levels previously described and to the core content and articulation plans. The training levels serve as a tool for the trainer and others who are planning workshops and conferences.

- 1) Level 1. Participants have limited knowledge and experience in early childhood education. Training focuses on basic concepts, philosophy and vocabulary in early childhood core content areas and related needs of the learner. Participants will be able to tie these to concrete examples and do introductory work in basic skills. Evaluation will show increased knowledge.
- 2) Level 2. Participants have a Child Development Associate Credential plus two or three years of experience. They have basic knowledge and experience in early childhood education. Training focuses on core content areas and early childhood standards, including essential concepts, theory, philosophy and an extended vocabulary. Participants will be able to show that they understand how to apply concepts and skills, giving examples and details. They will also demonstrate the basic use of critical skills. Evaluation will show some measurable skills and increased knowledge.

- 3) Level 3. Participants have at least an associate degree in early childhood plus three years of experience, and already have competence in curriculum planning. Training focuses on early childhood core content areas and early childhood standards, deepening to include related concepts, theories, philosophies, and vocabulary. Training begins to address teacher performance standards. Participants will be able to show general knowledge and critical skills as well as to demonstrate interpersonal communication skills. Evaluation will show several measurable skills and increased knowledge.
- 4) Level 4. Participants have at least a four-year degree in early childhood education or a related field plus two years of experience. They already have competence in the area and are working toward expansion and refinement of their knowledge and critical skills. Training focuses on early childhood core content areas or related areas, identified needs and early childhood and teacher performance standards. Training continues to expand knowledge and vocabulary and includes basic research. Participants will be able to show broad knowledge of content areas; effective application of vocabulary, concepts and skills; effective interpersonal communication skills with supporting examples and sufficient detail; and broad use of skills in content areas. Evaluation will show many skills or new knowledge and may include ongoing self-study.
- 5) Level 5. Participants have a four-year degree in early childhood education and advanced study plus four years experience including the supervision or teaching of others. Participants have competence in content areas and are working toward extensive refinements and critical thinking skills. Training includes more advanced research. Participants will be able to show effective, insightful use of supporting examples and/or relevant details with extensive use of critical skills. They will also be able to evaluate and synthesize information and make general applications. Evaluation will show multiple skills or new knowledge and may include ongoing self-study.

Training levels	Level 1	Level 2	Level 3	Level 4	Level 5
Description of training level	Developing basic knowledge (assuming knowledge and experience are at or below Commonwealth Child Care Credential)	Developing skills (assuming basic knowledge and experience at level of CDA plus two or 3 years experience)	Expanding ability to develop curriculum (assuming competence in curriculum planning at level of associate degree plus 3 years experience)	Mastering skills for achieving identified goals (assuming competence in content area at level of bachelor's degree plus two years experience)	Modifying skills for more effective application (assuming competence at level of bachelor's degree plus advanced study and 4 years experience, including supervision and/or teaching)
Training objectives	Core content and related learner needs	Core content, standards and related learner needs	Core content, standards and teacher performance	Core content, teacher and program standards	Core content and teacher/leadership standards
Training focus	Basic concepts, philosophy and vocabulary	Essential concepts, theory, philosophy and extended vocabulary	Related concepts, theories and philosophies and further expanded vocabulary	Basic research in addition to expanded vocabulary, concepts, theory and philosophy	More advanced research building on learner's knowledge of core content
Demonstration of knowledge and skills	Can give concrete examples of basic vocabulary and concepts, demonstrate basic skills	Can correctly apply concepts and critical skills, giving examples and details	Can show interpersonal communication skills related to content as well as knowledge of content and other critical skills	Can effectively apply vocabulary, knowledge, concepts and skills to content; can show effective interpersonal communication skills with supporting examples, sufficient detail and broad use of skills	Can show extensive, consistent and effective application of skills to address issues and solve problems; integrate and expand concepts; use supporting examples and/or relevant details with critical skills; evaluate and synthesize information and make general applications
Evaluation	Finds increased knowledge	Finds some measurable skills and increased knowledge	Finds several measurable skills and increased knowledge	Finds many skills or new knowledge (through evaluation and ongoing self-study)	Finds multiple skills or new knowledge (through evaluation and ongoing self-study)

ARTICULATION

Articulation

Articulation is the process by which students or trainees transfer credits for course work from one training or academic institution to another. In the past, barriers to articulation in the field of early childhood education in Kentucky have hindered the development of a seamless system of professional development. The following plan proposes an articulation plan which meshes the system for credentialing and training of early childhood professionals. It includes five levels of competency, each of which articulate into the next level. At lower levels of competency, the completion of a particular credential, program or certificate equivocates or, transfers as college credit. Thus students can transfer their training hours between secondary schools, community and technical colleges, training programs, and four-year institutions. The academic credits are transferable to an Interdisciplinary Early Childhood Education program and count toward IECE degree credit hours.

Individual higher education institutions will ensure that students hold the requisite levels of competency for each credential or certificate earned. Course titles or course numbers are not required to be identical across academic institutions or training entities.

Levels

1) Level 1. Individuals must:

- Meet requirements for the Commonwealth Child Care Credential, which include 60 clock hours of training, including field-based assignments
- OR
- Complete an advanced program at a secondary school (high school or vocational school), Discover College (an alliance of high schools and community and technical colleges in Daviess County which offers training for college credit) or similar institution.
- The Core Content competencies at Level 1 should be met with either option

An exit assessment is required for either option. The assessment would be the responsibility of the institution that grants the credential or offers the program. Each option earns 3 hours of college credit, and each transfers to Level 2.

2) Level 2. Individuals must:

- Meet the requirements for the Child Development Associate Credential (CDA) as verified by the Council for Early Childhood Professional Recognition in Washington, D.C., including 120 clock hours of training.
- CDA recipients should meet minimum Core Content competencies at Level 2. A candidate continuing in an Interdisciplinary Early Childhood Education degree program should expect to meet all Core Content competencies at Level 2.
- The credential transfers as a minimum of 6 semester hours of college credit to Level 3A.

3) Level 3A. *Post-Secondary Certificate* Individuals must:

- Complete 18 to 21 semester hours in IECE content (which can include relevant secondary school or CDA credit) plus 12 to 15 semester hours in general education.
- A certificate of completion can be earned at a technical college, community college or 4-year college or university. Training must include practicum and field experience, and the recipient must demonstrate increasing levels of competency identified for IECE teacher performance standards at Level III, as well as the ability to integrate and apply content.
- This certificate transfers to Level 3B.

Level 3B. *Associate's Degree* Individuals must:

- Complete an additional 12 to 15 semester hours in IECE content plus an additional 15 to 18 semester hours in general education, resulting in an associate degree.
- The degree can be earned at a technical college, community college or 4-year college or university. Training must include practicum and field experience, and the recipient must demonstrate increasing levels of competency identified for IECE teacher performance standards at Level III, as well as the ability to integrate and apply content. The Core Content at Level 3 should be met at the completion of the associate degree.
- All training will transfer to Level 4 and be articulated with 4-year-degree programs in IECE.

4) Level 4. *Baccalaureate Degree* Individuals must:

- Complete an additional 60 to 64 semester hours in IECE content and meet the other requirements of the degree-granting institution to receive a bachelor's degree.
- The course work must include field experiences, practicum and/or student teaching. Recipients must demonstrate the high level of competency identified for IECE performance standards and an increased ability to

integrate and apply content, as well as to generate strategies for improving the performance of self and children. The Core Content competencies at Level 4 should be met at the completion of the bachelor degree.

5) Level 5. *Master's Degree* Individuals must:

- Meet requirements for a master's degree to obtain initial teaching certification or to complete advanced studies.
- Course work for the degree must include field experiences, practicum, student teaching and/or internship. Recipients must demonstrate the highest level of competency identified for IECE teacher performance standards and a high level of ability to synthesize, integrate and apply content. The Core Content competencies at Level 5 should be met at the completion of the master's degree.

Articulation Levels	Level 1	Level 2	Level 3A	Level 3B	Level 4	Level 5
Requirements	Obtain Commonwealth Child Care Credential or complete advanced program at secondary school, Discover College or similar institution	Obtain CDA and meet minimum level of competencies for all IECE teacher performance standards for Level 2	Obtain CDA including 18 to 21 college credit hours in IECE content plus 12 to 15 college credit hours in general education	Obtain associate's degree including 12 to 15 college credit hours in IECE content, 15 to 18 hours in general education and field experience	Obtain bachelor's degree including additional 60 to 64 hours in IECE content and field experience	Obtain master's degree, including field experience
Minimum Credits	3 hours of college credit (either option) which transfer to Level 2	6 hours of college credit which transfer to Level 3	Credit hours transfer to Level 4	Credit hours transfer to Level 4 and will be articulated with 4-year bachelor's program in IECE		

SCHOLARSHIP

Scholarships

KIDS NOW Early Childhood Development Scholarships became available for early childhood professionals in the spring semester of 2001. The Scholarship Work Group, which included practitioners staff from the Kentucky Higher Education Assistance Authority (KHEAA) and the Governor's Office of Early Childhood Development, recommended procedures for implementation of the Early Childhood Development Scholarships.

Recruitment of potential scholars, assistance with enrollment and award procedures, and dissemination of training and education information is facilitated by a Professional Development Counselor located in each of the Child Care Resource and Referral Agencies. A list of the CCR&R agencies is provided in the Appendices. The role of the Professional Development Counselor is to support the scholar in the successful completion of a planned program of study and to assist the scholar in the planning and implementation of a Professional Growth Plan specific to the individual's goals and needs. The Professional Development Counselor facilitates the application processes for the Related Expenses and Milestone Achievement Awards.

The Early Childhood Development Scholarships to obtain college credits are administered by the Kentucky Higher Education Assistance Authority. The Early Childhood Development Scholarships to obtain the Commonwealth Child Care Credential and Child Development Associates Credentials outside of a higher education institution are administered by the Cabinet for Families and Children.

All scholarships are awarded based on the availability of funds and on the adherence of the scholar to eligibility guidelines for the Early Childhood Development Scholarship and on the eligibility requirements of the specific training or education program in which the candidate is enrolled.

KIDS NOW Early Childhood Development Scholarships

These KHEAA-administered scholarships are for early childhood professionals who will take college-credit courses to obtain the Child Development Associate's Credential, associate or bachelor's degrees in early childhood development, or the Director's Credential. The scholarships may be used at Kentucky colleges and universities approved by the Early Childhood Development Authority. The maximum award per school year (July 1 to June 30) is \$1,400; an employer must commit to paying for book expenses up to \$50 each semester. After courses are successfully completed, the scholar may apply to be reimbursed for related expenses at the amount specified by the Early Childhood Development Authority.

In addition, eligible applicants for scholarships must be employed at least 20 hours per week in a participating early childhood facility *or* providing training at least 12 times a year in early childhood development *or* employed as an associate teacher in the state-funded preschool program; *and*

- **Be enrolled in a maximum of nine credit hours per academic term in an approved program; or**
- **Be enrolled in an approved CCCC or CDA program; and commit to further service (ranging from working an additional 6 months to an additional year in the center supporting the training).**

The scholar may also be eligible for a Milestone Achievement Award on receipt of the credential or degree ranging from \$100 to \$500; 90 percent of the award is paid by the state, 10 percent by the employer.

Division of Child Care Scholarships

Training programs for the Commonwealth Child Care Credential (60 clock hours) and Child Development Associate's Credential (120 hours) are available through training organizations approved by the Division of Child Care in the Cabinet for Families and Children. Scholarships are available for this training. In addition, employers must commit to paying for book expenses up to \$50.

Eligible applicants for scholarships must be employed at least 20 hours per week in a participating early childhood facility *or* employed as an associate teacher in the state-funded preschool program *and* commit to further service (working an additional six months for the employer who is helping to sponsor the training).

Milestone Achievement Awards are available for those who complete the Commonwealth Child Care Credential (\$100) or CDA (\$250). Ninety percent of the award is paid by the state, and 10 percent is paid by the employer.

Mini-grants for the assessment fee (\$325) for the Child Development Associate's Credential are available regardless of whether the CDA is obtained through college credit or non-college-credit courses. The Division of Child Care administers these grants. Candidates may apply directly to the Cabinet for Families and Children Child Care Division for the CDA mini-grant.

**UPGRADING THE QUALITY OF EARLY CARE AND EDUCATION:
HELPING TO CREATE A SEAMLESS SYSTEM TO UPGRADE PROFESSIONAL DEVELOPMENT**

	Commonwealth Child Care Credential (60 clock hours)* Contracted Instruction	Child Development Associate Credential (CDA)* (GED Prerequisite) Contracted Instruction	Trainer's Credential Seminar*	Child Development Associate Credential (CDA) (GED Prerequisite) College Credit Program*	Associate Degree or Technical College Program*	Bachelor's Degree*	Director's Credential* (2- or 4-year College)
Tuition Expense	Who Pays? State funding of \$200 per person to approved contractor for 60 clock hour instructional program.	Who Pays? State funding of \$400 per person to approved contractor for 120 clock hour instructional program. \$325 mini grant per person for assessment fee.	Who pays? State funding for seminar with registration fee by participant.	Who pays? State funding for up to 9 credit hours per term for the amount of tuition charged per credit hour for an approved* early childhood program at a Kentucky college or university. (Maximum award amount of \$1,400 per award.)** \$325 mini grant per person for assessment fee.	Who pays? State funding for up to 9 credit hours per term for the amount of tuition charged per credit hour for an approved * early childhood program at a Kentucky college or university. (Maximum award amount of \$1,400 per award year.**)	Who pays? State funding for up to 9 credit hours per term for the amount of tuition charged per credit hour for an approved* early childhood program at a Kentucky college or university. (Maximum award amount of \$1,400 per award year.**)	Who pays? State funding for 9 credit hours per term for the amount of tuition charged per credit hour amount for an approved* early childhood program at a Kentucky college or university. (Maximum award amount of \$1,400 per award year.**)
Text Book Expense/ Employer Commitment	Paid by employer, actual cost up to \$50 for CDA essential text (term 1).	Paid by employer, actual cost up to \$50 for CDA essential text (term 1) and actual cost up to \$50 for CDA packet (term 2).	Release time	Paid by employer, actual cost up to \$50 per term.	Paid by employer, actual cost up to \$50 per term.	Paid by employer, actual cost up to \$50 per term.	Paid by employer, actual cost up to \$50 per term.
Related Educational Expenses Reimbursement	\$0	\$0	NA	\$50: state funds at satisfactory*** completion of each semester, up to 3 times/yr.	\$100: state funds at satisfactory*** completion of each semester, up to 3 times/yr.	\$100: state funds at satisfactory*** completion of each semester, up to 3 times/yr.	\$100: state funds at satisfactory*** completion of each semester up to 3 times/yr.
Milestone Achievement Award	\$100: 90% state funds 10% employer	\$250: 90% state funds 10% employer	NA	\$250: 90% state funds 10% employer	\$300: 90% state funds 10% employer	\$500: 90% state funds 10% employer	\$300: 90% state funds 10% employer
Recipient Commitment (Upon Completion Of Each Level)	Additional 6 months in sponsoring center.	Additional 6 months in sponsoring center.	NA	Additional 6 months in sponsoring center.	Additional year in sponsoring center.	Additional 6 months in sponsoring center, plus additional year in child care in Kentucky.	Additional year in sponsoring center.

*Available to individuals employed at least twenty hours weekly in a participating eligibility early childhood facility, employed to provide training 12 times a year, employed at least 20 hours per week providing direct instruction as a preschool associate teacher (704 KAR 3:420) in a state-funded preschool (KRS 157.3175) and ineligible to receive professional development funds through state or federal funds (11 KAR 16:001– 16:060).

**Award year is July 1 to June 30 of any year.

***Satisfactory completion means a grade of “C” or better in each course taken during a term of enrollment.

May 2002

FUTURE ACTIONS

Future Actions

The following recommendations have not yet been implemented, but are under consideration for action in the future.

Pre-employment Training

As part of the twenty year plan at a date to be determined, the Commonwealth Child Care Credential should be required for all people employed by a licensed child care facility. Incremental steps toward reaching this goal could include: requiring 6 hours of orientation training before an employee may take sole responsibility for children; requiring that employees begin training for the Commonwealth Child Care Credential within 30 days of being hired.

Registry

The various child care credentials (Commonwealth Child Care Credential, Director's, Trainer's) should be tracked by a centralized, state-level registry, which also would list approved trainers and the training they provide. The registry should be housed in an appropriate cabinet in state government.

Existing Practitioners

A process should be developed so that, existing early childhood development professionals are allowed to demonstrate competence in the Core Content competencies.

Compensation

The state should explore mechanisms and supports to equalize financial compensation for early childhood professionals (given that the state is adopting a common set of core competencies for these professionals), regardless of their work setting.

Academic Support

Each college or university offering a Director's Credential program should establish a Director's Credential Mentor Group sponsored by a faculty liaison. Experienced directors who have already earned the credential could serve as volunteer mentors for students in the Director's Credential program and, with documentation, could obtain clock hours or continuing education units (CEUs) for participation. In addition, each new group of students in a credential program would form cohort groups to

collaborate and socialize; and the college or university would provide facilities and schedule activities. Alternative activities for students could include participation in director's forums sponsored by Child Care Resource and Referral agencies or attendance at director's sessions held at state conferences.

Higher education institutions should offer courses through different media, and at different times, to give students adequate access. Some courses should be available through the Internet or television; some should be available in the evening and some could be offered through weekend retreats or two-week institutes held in the summer.

Articulation Among and Between Post Secondary Institutions

To ensure implementation of the articulation plan, a group of higher education faculty and administrators should meet as needed, initially and then on an annual basis to address successes, issues and concerns regarding the articulation system in early childhood development.

Dissemination

Early childhood teachers, trainers, university personnel and administrators have diverse needs; thus, information about core content must be developed using multiple formats, including Internet sites. Documents for practitioners must be simple, understandable and easy for the general public to use. There must be materials to guide professional development and growth as well as core content indicators and competencies that can stand alone.

Trainer Resources

The following aids should be developed to help trainers prepare for their roles:

- A question/answer link on a training registry web site informing students about trainer issues and concerns.
- Power point and video presentations to inform local groups about the trainer system. University students could help develop these materials, which would be available on a regional basis for community-based presentations or meetings.
- An annual meeting to orient trainers to changes in the system and its requirements; the meeting could be linked with annual early childhood conferences.
- Links to the registry web site for regional technical centers such as RTC, First Steps, Child Care Resource and Referral agencies, health departments and county extension offices.

Public Awareness

A comprehensive plan should be developed that focuses on the components of early childhood professional development as approved by the Professional Development Council and the Early Childhood Development Authority. Community Early Childhood Councils should play an integral role in the public-awareness campaign at the local level.

APPENDICES

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Excerpt from House Bill 706 relating to professional development

House Bill 706 authorized the development of an early childhood professional development system in Kentucky; the full text of the bill can be found at <http://www.lrc.state.ky.us/record/00rs/HB706.htm>. The following sections are relevant to this action plan.

A new section of KRS Chapter 200 is created to read as follows:

- (1) The Early Childhood Professional Development Council is created and attached to the Office of Early Childhood Development, Office of the Governor, for administrative purposes. The Early Childhood Professional Development Council shall be composed of fifteen (15) members appointed by the Governor, who shall also appoint the chair. Members shall be appointed for a term of four (4) years and the council shall cease to exist four (4) years after the effective date of this Act, unless reauthorized by the General Assembly. Members of the council shall have experience in early child care and education.
- (2) The Early Childhood Professional Development Council, in collaboration with the Council on Postsecondary Education, shall:
 - (a) Work with existing entities to develop an early child care and education credential system to facilitate the attraction and retention of persons who provide early child care and education services;
 - (b) Work to develop a seamless system of professional development beginning with entry level employment in early child care and education and proceeding through a master's degree-level program.
- (3) The Early Childhood Professional Development Council shall make reports in accordance with requirements established by the authority that include recommendations for the state plan.
- (4) Members of the Early Childhood Professional Development Council shall serve on a voluntary basis, receive a fixed per diem set by the authority, and be reimbursed for their expenses in accordance with state travel expense and reimbursement administrative regulations.

A new section of KRS Chapter 164 is created to read as follows:

(1) It is the intent of the General Assembly to create a seamless system to upgrade the professional development of persons who are employed or provide training in a child care or early childhood setting through scholarships, merit awards, and monetary incentives, to assist these persons in obtaining a child development associate credential, post-secondary certificate, diploma, degree, or specialty credential in an area of study determined by the authority as recommended by the professional development council.

(2) Eligibility for scholarship funds shall be for individuals who do not have access to professional development funds from other education programs that receive state or federal funds, and who are:

(a) Employed at least twenty (20) hours per week providing services in a child care or early childhood setting; or

(b) Involved in providing professional development training for teachers in an early childhood setting.

(3) The Kentucky Higher Education Assistance Authority, after consultation with the Early Childhood Development Authority and the Cabinet for Families and Children, shall promulgate administrative regulations, including a system of monetary incentives for scholarship program participants for completing classes in accordance with KRS Chapter 13A as necessary to implement this section.